

MRS. SPIELMANN'S 2ND GRADE

Lesson Plans for Week of Oct 31–Nov.4, 2011

| | DOL,Flag, Attendance | Specials | Guided Reading |
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| | <u>8:30-8:45</u> | <u>8:45-9:45</u> | <u>10:00-11:30</u> |
| M | Flag Pledge, Lunch Count, | 8:45- 9:15 - Art | Guided Reading & Conferencing |
| O | Attendance, Daily Oral Lang. | 9:20-9:50 - P.E. | Oral & Silent Rdg: At the Police Station; Ski Patrol |
| N | Spelling: Review of long vowels | | Students will review information |
| D | Challenge words in dict. Sentence | | on KWL; finish a story map; |
| A | Phonics Charts-# 13-14 titled: | | Genre study & Guided Rdg. Group |
| Y | Soccer Feet; My Bike | | Centers: Spelling, Writing, |
| | Flash Card Drill of Sight Words | | Charts, Listening Center, |
| | Oral Language/ News Book | | Computers, Phonics, Vocabulary |
| | Character Education word: | | & Grammar |
| | Citizenship | | |
| | <u>8:30-8:45</u> | <u>8:45-9:45</u> | <u>10:00-11:30</u> |
| T | Flag Pledge, Lunch Count, | 8:45-9:15 - Music | Guided Reading & Conferencing |
| U | Attendance, Daily Oral Lang. | 9:15-9:50 - Library | oral & Silent Rdg: Rescue |
| E | Spelling:Review of long vowels | | Helicopter; Trip to Fire Station |
| S | Challenge words in dict. Sentence | | Story Plot, major and minor |
| D | Phonics Chart - #13-14 Titled: | | characters; settings, sequence |
| A | Soccer Feet; My Bike | | events, predict author's message |
| Y | Flash Card Drill of Sight Words | | Centers: Spelling, Writing, |
| | Character Education word: | | Rhymes, listening center, Vocab. |
| | Citizenship | | computers, charts and writing |
| | <u>8:30-8:45</u> | <u>8:45-9:45</u> | <u>10:00-11:30</u> |
| W | Flag Pledge, Lunch Count, | 8:45-9:15 - Art | Guided Reading & Oral Rdg. |
| E | Attendance, Daily Oral Lang. | 9:20-9:50 - P.E. | At Police Station; Ski Patrol |
| D | Spelling:Review of long vowels | | Events, predict author's message |
| N | Challenge words in dict. Sentence | | the narrative & intended audience |
| E | Phonics Chart -# 13-14 titled: | | Describe how setting is |
| S | Soccer Feet; My Bike | | conveyed & similarities. Centers: |
| D | Flash Card Drill of Sight Words | | Spelling, writing, rhymes, |
| A | Character Education word: | | listening centers, computer, |
| Y | Citizenship | | rhyme charts & phonics. |
| | <u>8:30-8:45</u> | <u>8:40-9:45</u> | <u>10:00-11:30</u> |
| T | Flag Pledge, Lunch Count, | 8:45-9:15 - Music | Oral & Silent Reading: |
| H | Attendance, Daily Oral Lang. | 9:20-9:50- Library | Rescue Helicopter; Trip Fire Station |
| U | Spelling- Review of long vowels | | Write about how to compare |
| R | Challenge words in dict. Sentence | | this story to another story. Discuss |
| S | Phonics Chart # 13-14 Titled: | | the author's message of the story. |
| D | Soccer Feet; My Bike | | Centers: Spelling, Writing, rhyme |
| A | Flash Card Drill of Sight Words | | listening, computers, poetry |
| Y | Character Education word: | | charts, Listening Center, |
| | Citizenship | | phonics, grammar center. |
| | <u>8:30-8:45</u> | <u>8:40-9:45</u> | <u>10:00-11:30</u> |
| | Flag Pledge, Lunch Count, | 8:45-9:15 - Art | Oral & Silent Reading of: |
| F | Attendance, Daily Oral Lang. | 9:20-9:20 - P.E. | At Police Station; Ski Patrol |
| R | Spelling: Review of long vowels | | Discuss author's message. Word |
| I | Challenge words in dict. Sentence | | wall activities; speaking in |

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| D | Phonics Chart -#13-14 Titled: | | complete, coherent sentences. |
| A | Soccer Feet; My Bike | | Centers: Spelling, writing, |
| Y | Flash Card Drill of Sight Words | | listening, computer. Play "sparkle" |
| | Character Education word: | | and read poetry charts with |
| | Citizenship | | writing poetry activities. |
| <u>CURRICULUM OBJECTIVES:</u> | | | |
| | Math Objective: Students will learn how | working with tens and ones and regrouping . and estimating | |
| | Shared Reading Objective: | : Use appropriate listening skills, as well as identify complex and irregularly : | |
| | Spelling Objectives - | Review of long vowels | |
| | Oral Language Objective: Practice Speaking and listening skills. | | |
| | Science Objective: Students will understand | stand about different habitats. | |
| | SuccessMaker Objective: Use targeted practice and interventions on the computer in reading and math for each student | | |
| | Guided Reading Objective: Find author's message in a story; describe how setting is conveyed; review KWL chart | | |
| | Explicit Oral Language Objective: Oral reading and discussion using poetry books and News Books | | |
| | Weekly Reader Objective: students | will be learning all about bones and why we need them. | |
| | Social Studies - Students will learn about | how our government works. | |
| <u>STATE STANDARDS:</u> | | | |
| | <u>Reading Standards: Indicator 1-</u> | Students can recognize & analyze words; Indicator 2: Students can comprehend | |
| | <u>Writing Standards: Indicator 1:</u> | Students can apply the writing process to compose text. | |
| | <u>Listening and Viewing Standards: Indicator 1:</u> | Students are able to use various listening & viewing strategies in social studies | |
| | <u>Math Standards: Indicator 1:</u> | Use procedures to transform algebraic expressions. | |
| | <u>Science Standards: Indicator 1:</u> | Understand the nature and origin of scientific knowledge. | |
| | <u>Social Studies Standards: Indicator 1:</u> | Analyze U.S. historical eras to determine connections & cause/effect relationships | |
| | <u>Technology Standards: Indicator 1:</u> | Students recognize & demonstrate skills in operating technological systems. | |
| <u>COMMON CORE STANDARDS:</u> | | | |
| | <u>Language Arts:</u> | Ask who, what, where, when, why, and how questions for understanding; discuss | |
| | <u>Mathematics:</u> | Extend understanding of base ten system; understanding models of addition and subtraction | |
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| | | | | | <u>Char.Ed./</u> |
| <u>News Book</u> 11:30-11:40 Explicit Oral Language on various current topics . Read Aloud Poems with Skill Building Lessons. | <u>Recess</u> 11:40-11:55 | <u>Lunch</u> 12:10-12:40 | <u>Math</u> 1:15-2:00 Pg. 133-134. Students will be learning about estimating sums & 2-digit numbers. Practice Enrich 8.1.Students will solve problems from words Problem of the Day. Mad Minute Tests; CGI Problems Flash card drill of add. Facts Students will use algebra concepts to solve equations. | <u>Successmaker</u> 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in computer lab. | <u>Poetry</u> 1:45-2:00 Oral reading and discuss. of explicit oral language using poetry books. Moral instructions for Charact. Education |
| <u>Handwriting</u> 11:00-11:15 Pg.1-4 Students will be working on vertical & horizontal lines. Read Aloud Poems | <u>Recess</u> 11:40-11:55 | <u>Lunch</u> 12:10-12:40 | <u>Math</u> 1:15-2:00 Pg. 135-136 Students will be working on too much information Practice Enrichment:Promethean 8.2 for reteach and practice. Problem of the Day. Mad Minute Tests. Flash card drill addition fact. Students will solve everyday problems in math. | <u>Successmaker</u> 12:55-1:15 This program provides targeted practice and interventions in the computer lab. | <u>Poetry</u> 1:45-2:00 Students will read and understand various forms of poetry. Char.Ed./ |
| <u>News Book</u> 11:00-11:15 Explicit Oral Language on various current topics. Read Aloud Poems With Skill Bldg. Lessons | <u>Recess</u> 11:40-11:55 | <u>Lunch</u> 12:10-12:40 | <u>Math</u> 1:15-2:00 Pg.137-138 Students will be learning about regrouping ones. 8.3 for reteach with practice. and problem solving. Problem of the Day. Mad Minute Tests. Flash card drill of addi. Facts. Students will understand place value. CGI problems | <u>Successmaker</u> 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in computer lab. | <u>Poetry</u> 1:45-2:00 Oral reading and discuss. of explicit oral language using poetry books. Char.Ed./ |
| <u>Handwriting</u> 11:00-11:15 Pg.5-7 Students will be writing with upper & lower case letters. Read Aloud Poems with Skill Bldg. | <u>Recess</u> 11:40-11:55 | <u>Lunch</u> 12:10-12:40 | <u>Math</u> 1:15-2:00 Pg. 139-140. Students will be working with greater than, less than problem solving & daily reasoning 8.4- Enrichment. Promethean Problem of the Day. Mad Minute Tests. CGI Problems Flash card drill of add. facts. Using problem solving skills | <u>Successmaker</u> 12:55-1:15 This program provides targeted practice and interventions in the computer lab. | <u>Poetry</u> 1:45-2:00 Students will read and understand various forms of poetry. Char.Ed./ |
| <u>News Book</u> 11:00-11:15 Explicit Oral Language on various | <u>Recess</u> 11:40-11:55 | <u>Lunch</u> 12:10-12:40 | <u>Math</u> 1:15-2:00 Pg 141-142. Students will be learning two digit addition. Pract. & Enric. 8.5 Promethean | <u>Computer</u> Projects 12:55-1:15 Students will be working on | <u>Poetry</u> 1:45-2:00 Oral reading and discuss. of explicit |

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| current topics. | | | problem solving. CGI problems | research projects | oral language |
| Read Aloud | | | Problem of the Day. Mad | in the computer | using poetry |
| Poems with | | | Minute Tests. Flash card drill | lab. | books. |
| Skill Building | | | Students will be able to write | | Char.Ed./ |
| | | | value of underlined digits. | | |
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| spelled words. | | | | | |
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| idents level. | | | | | |
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| & Native American Celebrations | | | | | |
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| and familiar texts. | | | | | |
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| ships in reference to chronology. | | | | | |
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| <u>Recess</u> 2:00-2:15 | <u>Creat.Writ.</u> 2:30-2:40 Students will be composing various stories to enhance the import. of learning writing skills. | <u>Shared Rdg/Spell.</u> <u>Rhyme Charts/RTI</u> 2:30-3:00 Involved sharing of spelling & rhyme charts and books. Students will do a word search of spelling list words Soccer Feet My Bike | <u>Science /S.Studies</u> <u>Weekly Reader/JA</u> 3:00-3:25 Science-pg.A42-A50 Students will be learning about Native American Celebrations. <u>Weekly Reader-</u> We will be learning about why bones are important. <u>Dismiss - 3:30</u> |
| <u>Recess</u> 2:00-2:15 | <u>Creat.Writ.</u> Students will be composing various stories to enhance the import. of learning writing | <u>Shared Rdg/Spell.</u> <u>Rhyme Charts/RTI</u> 2:30-3:00 Involved sharing of spelling & rhyme charts and books. Students will do a word double puzzle of list words | <u>Social Studies - Pg 66-69</u> 3:00-3:25 Students will learn about the functions of a government. Create a word web about government ideas. <u>Dismiss - 3:30</u> |
| <u>Recess</u> 2:00-2:15 | <u>Creat.Writ.</u> Students will be composing various stories to enhance the import. of learning writing | <u>Shared Rdg./Spell.</u> <u>Rhyme Charts/RTI</u> 2:30-3:00 Involved sharing of spelling & rhyme charts and books. Students will look up spelling words in dictionary. | <u>Weekly Reader- 3:00-3:25</u> Students will learn about safety signs and how we use them. Use Promethean Board for learning about different governments and interactive flip charts. <u>Dismiss - 3:30</u> |
| <u>Recess</u> 2:00-2:15 | <u>Creat.Writ.</u> Students will be composing various stories to enhance the import. of learning writing | <u>Shared Rdg./Spell.</u> <u>Rhyme Charts/RTI</u> 2:30-3:00 Involved sharing of spelling & rhyme charts and books. Students will use list words in sentences. | <u>Weekly Reader - 3:00-3:25</u> Students will make posters in small groups depicting all kinds of life cycles. We will find various life cycles on the Promethean Board <u>Dismiss - 3:30</u> |
| <u>Recess</u> 2:00-2:15 | <u>Creat.Writ.</u> Students will be composing various | <u>Shared Rdg./Spell.</u> <u>Rhyme Charts/RTI</u> 2:30-3:00 Involved sharing of spelling & rhyme | <u>Weekly Reader-3:00-3:25</u> Students will be learning about the life cycle of plants and various animals. Students will work |

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